## Overview of TAPS plans for Focused Assessment of Working Scientifically

*(Any focus can be chosen for open-ended enquiries, these are only suggestions)*

<table>
<thead>
<tr>
<th>Plan</th>
<th>Do</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ask Qs and plan enquiry</strong></td>
<td><strong>Set up enquiry</strong></td>
<td><strong>Observe + Measure</strong></td>
</tr>
</tbody>
</table>
| **KS1** *(age 5-7)*  
*Develop close obs* | Ask simple Qs and recognise that they can be answered in different ways* | Perform simple tests. | Observe closely, using simple equipment. | Gather and record data to help in answering questions. | Identify and classify.  
*Use appropriate scientific language to communicate ideas.* | Use their observations and ideas to suggest answers to questions. |
| **Y1 TAPS plans**  
| **Y2 TAPS plans**  
| **Lower KS2** *(age 7-9)*  
*Develop systematic approach* | Ask relevant questions and use different types* of scientific enquiries to answer them. | Set up simple practical enquiries, comparative and fair tests. | Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. | Gather, record, classify and present data in a variety of ways to help in answering questions. | Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  
*Identify differences, similarities or changes related to simple scientific ideas and processes.* | Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.  
*Use straightforward scientific evidence to answer questions or to support their findings.* |
| **Y3 TAPS plans**  
Animals inc Humans: investigating skeletons | Forces: shoe grip  
Forces: strongest magnet | Plants: measuring plants | Light: making shadows  
Forces: cars down ramps | Rocks: rock reports | Plants: function of stem  
Forces: balloon rockets |
| **Y4 TAPS plans**  
Sound: string telephones | Animals inc Humans: teeth  
(eggs) in liquids |
| **Upper KS2** *(age 9-11)*  
*Develop independence* | Plan different types* of scientific enquiries to answer *their own questions*, including recognising and controlling variables where necessary. | Use test results to make predictions to set up further comparative and fair tests. | Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate | Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. | Report and present findings from enquiries, inc conclusions and causal relationships, in oral and written forms such as displays and other presentations, *using appropriate scientific language.*  
*Identify and evaluate scientific evidence (their own and others)* that has been used to support or refute ideas or arguments. |
| **Y5 TAPS plans**  
Materials: dissolving materials  
Materials: nappy absorbency | Materials: insulation layers  
Animals inc Human: growth survey  
Forces: spinners | Materials: sugar cubes  
Space: craters  
Living things: life cycle research | Materials: champion tapes  
Forces: aquadynamics | Forces: aquadynamics |
| **Y6 TAPS plans**  
Electricity: bulb brightness | Animals inc Humans: heart rate  
Light: investigating shadows | Living things: outdoor keys | Living things: invertebrate research | Evolution: fossil habitats  
Evolution: egg strength |

*Types of enquiry including: observing changes over time, noticing patterns, grouping and classifying, comparative and fair tests, using secondary sources.*

*(English 2013 National Curriculum statements, *additions from Interim Teacher Assessment framework 2016-7)*